



Self- and Teacher- Report of Adolescent Aggression and Victimization: Rater Agreement in Northern Uganda

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Introduction

- The formation and maintenance of peer relationships is a primary developmental task of adolescence (Rubin, Bukowski, & Parker, 2006).
- Two major peer risk factors that have been linked with maladjustment during this time are **aggression** and **victimization** (Kawabata, Crick, & Hamaguchi, 2010).
- Physical and relational aggression are distinctly different. Physical aggression (PA) is intended to harm another person through physically destructive actions, while relational aggression (RA) aims to injure the friendships or feelings of inclusion of another person (Crick & Grotpeter, 1995). Physical and relational victimization (PV and RV) refer to being the recipient of these forms of aggression (Crick & Bigbee, 1998).
- Because of their importance to individual developmental trajectories, there have been many investigations into appropriate methods of measurement that can be used to assess risk. Both teacher- and self- reports of peer aggression and victimization are validated in the research literature and have unique predictive value (Culleton-Sen & Crick, 2005; Ledingham et al., 1982).
- The degree of consistency between self- and teacher- report has been shown to be influenced by the type of aggression measured (Kenrick & Stringfield, 1980) in developed countries. However, there is a notable scarcity of work on this topic in the majority world.
- One such region with a paucity of work in this area is Uganda, where aggression is a particularly salient research concern as the country is currently in a state of rebuilding after a 20-year civil war that killed and displaced many Ugandan families and children.
- This study aims to clarify the relation between self-report and teacher-report of aggression and victimization in the Ugandan context.



Hypotheses

- As PA and PV require a certain degree of visibility, we predict that teacher reports will be consistent with student reports.
- As RA and RV can be inconspicuous to outside observers, we predict that there will be inconsistencies between student and teacher report of these behaviors.

Methods

Participants

- 71 adolescents attending a private school located in Northern Uganda.
- 15-19 years old (51% male, 49% female)

Measures

Children's Social Behavioral Scale- Self Report (CSBS-S; Crick, 1996)

- Students report frequency of engaging in physical and relational aggression
- Internal consistency: PA $\alpha = .76$, RA $\alpha = .79$

Children's Social Behavioral Scale- Teacher Report (CSBS-T; Crick, 1996)

- Teachers report observed frequency of relational and physical aggression and victimization in individual students.
- Internal consistency: PA $\alpha = .82$, RA $\alpha = .74$

Children's Social Experiences Questionnaire- Self Report (CSEQ-S; Crick & Grotpeter, 1996)

- Students report frequency of experiencing physical and relational victimization.
- Internal consistency: PV $\alpha = .77$, RV $\alpha = .70$

Children's Social Experiences Questionnaire- Teacher Report (CSEQ-T; Crick & Grotpeter, 1996)

- Teachers report observed frequency of relational and physical victimization in individual students.
- Internal consistency: PV $\alpha = .80$, RV $\alpha = .73$

Procedures

- Questionnaires were administered in the school setting using a small-group procedure to facilitate maximum comprehension.
- Trained research assistants were available to answer questions and ensure proper monitoring.

Results

Linear regression analyses showed that:

- Self-report ratings of RA and PA did not significantly predict teacher report ratings of RA and PA.
- Self-report ratings of RV and PV did not significantly predict teacher report of RV and PV.

RA: $R^2 = 0.00$, $F(1,70) = 0.22$, *ns*

PA: $R^2 = 0.00$, $F(1,70) = 0.01$, *ns*

RV: $R^2 = 0.02$, $F(1,67) = 1.00$, *ns*

PV: $R^2 = 0.00$, $F(1,65) = 0.04$, *ns*

Discussion

- Results support the hypothesis that teacher-reports of student relational aggression and relational victimization are inconsistent with students' self-reports.
- Results do not support the hypothesis that teacher-reports of student physical aggression and victimization are consistent with students' self-reports.
- Because agreement among raters was not found for both physical and relational forms of aggression and victimization, this indicates variance in student and teacher appraisals or perceptions of aggressive acts.
- This disconnect between individual and teacher report is concerning, as teachers may not be able to identify those who are at risk as aggressors and/or victims. Both aggression and victimization have been linked with negative mental health outcomes such as depressed affect.
- Questions and future directions:
 1. Are students and teachers seeing and recognizing aggression in different ways?
 2. Are teachers simply not identifying aggression in their students?
- Future research should aim to answer these and understand more wholly the connection between raters.

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